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ABSTRACT

This teacher's guide accompanies the Indiana Studies: Hoosier History, Government, and People series, units 1-6, designed to be taught in Indiana secondary schools. The guide summarizes the main points that the teacher should emphasize in each chapter of each unit, and suggests resource material to accompany the chapter. Suggested teaching procedures are outlined for each chapter. Topics within each chapter that might allow student research projects are indicated and the use of any special materials included in units such as maps or charts is emphasized. Each unit concludes with a unit test, and a list of sources. Topics for extra-credit assignments, and answers to chapter activities are provided where relevant. (SM)

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TEACHER'S GUIDE FOR
INDIANA STUDIES: HOOSIER HISTORY, GOVERNMENT, AND PEOPLE

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TEACHER'S GUIDE FOR
INDIANA STUDIES: HOOSIER HISTORY, GOVERNMENT, AND PEOPLE

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UNIT I - INDIANA: TERRITORY AND STATEHOOD

Chapter 1 - A BACKWARD GLANCE: SETTING THE STAGE

A student of Indiana government should have an historical background of the state's political and governmental growth. Evolving from a wilderness area inhabited largely by Indians (who did not have a system of government among themselves), to sprawling urban districts with a complicated governmental system, Indiana has grown politically, culturally, and socially.

Chapter 1 deals with the early settlement of Indiana. It discusses the Indian-French-English-colonist's struggle to retain claims to the territory now known as Indiana. The major events, personalities, treaties and laws are discussed in such a way as to give the student an appreciation of our social history and an understanding of early attempts at government.

Illustrations, personal profiles, and anecdotes are included to give the student a clearer picture of what life was like in territorial Indiana.

Taking a look at the historical development of Indiana serves a two-fold purpose. First, the student gains an appreciation of the struggles early pioneers went through to find a new home on the frontier. Secondly, a knowledge of early attempts at government and the gradual growth of democracy are placed in chronological order to help the student understand how we got where we are today.

The teacher will find William E. Wilson's Indiana, A History and pamphlets from the Indiana Historical Bureau entitled "A Brief History of Indiana," "Indiana's Road to Statehood," and "Handbook on Indiana History" good background material.

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Significant lead-in questions are primarily aimed at directing the students' reading toward key information or understanding in each lesson. Also, questions are included at the end of most lessons to serve as review, check-up, or possible testing situations. Diagrams or charts are utilized to simplify major concepts whenever possible. Pictures and drawings help stimulate discussions in the classroom and among students themselves.

Unit I
Chapter 2 - ONWARD TO STATEHOOD

Chapter 2 outlines the steps leading from territorial status to full statehood. The student will learn about early political leaders of the time period. Major legislative acts passed by Congress which directly affected Indiana's quest for statehood are put in chronological order. Highlights of the Congressional decisions are listed so as not to burden the student or teacher in determining the major purposes of such legislation. This also gives the student a quicker understanding of decisions made prior to statehood.

The major points of the Enabling Act of 1816 are listed briefly. This act contained the step-by-step procedure the Indiana Territory was to follow before the territory would be admitted into the Union.

A brief discussion of Indiana's first constitution is included. Students will see why the 1816 Constitution was regarded as one of the most democratic documents of the period.

William Henry Harrison, Indiana's first territorial governor, and Jonathon Jennings, her first state governor, are the principal personalities of the time. However, one should not stress a Harrison-Jennings rivalry, but rather an East-West rivalry.

Unit I
Chapter 3 - TO MARKET, TO MARKET

Vincennes was the original capital of the Indiana Territory. Many wanted the capital moved to Corydon, which was more centrally located in the settled part of the state. Harrison had the power in the west; Jennings had the support of the people in the east. After the Illinois Territory became separate from the Indiana Territory, the people in the eastern part of the state outnumbered those in the west.

Chapter 3, Section 1 emphasizes the relocation of the state capital to Indianapolis. A major activity centered around the plotting of Indianapolis is included. This activity can be used as a stepping-stone to a variety of classroom activities. Provision can be made for total class, small group, or individual projects.

This chapter also takes a look at early social experiments such as the New Harmony commune. Some comparisons may be made with the communes of the 1820's as well as with those of more recent times.

The major preoccupation with canal building and early roads and railroads is emphasized in Section 3. The student will learn about the over-ambitious Mammoth Internal Improvements Bill of 1836. One major result of this program was state bankruptcy. Charts are included with which the student can analyze arguments for and against the construction of canals and railroads.

Finally, there is an enjoyable look at the presidential campaign of 1840 between William Henry Harrison and the incumbent, Martin Van Buren. The students will learn about one facet of political campaigning--the emotional side. There were no real issues in the 1840 campaign--only personalities. This presents a good opportunity for discussions on political campaigns, party platforms, presidential elections, etc.

Unit I
UNIT TEST

Multiple Choice:

1. Early settlers entered the Indiana Territory by floating down what large river?

__a. Wabash River
_x_b. Ohio River
__c. Mississippi River

2. The British controlled the Indiana territory for 20 years (1763-1783). Which of the following events effectively ended British control?

_x_a. George Rogers Clark's capture of Vincennes
__b. The Fort Dearborn (Chicago) Massacre
__c. The Declaration of Independence

3. Indiana became a state in what year?

__a. 1916
_x_b. 1816
__c. 1800

4. Which of the following states does not border on Indiana?

__a. Ohio
__b. Michigan
_x_c. Pennsylvania

5. During the French and Indian War, the Indians fought on the side of the:

__a. Spanish
_x_b. French
__c. British

6. Pioneers traveled on rivers mainly on:

_x_a. flatboats
__b. canal boats
__c. steamboats

7. Keelboats were considered better than other types of boats by the pioneers because:

__a. they were longer and wider than other types of boats.
_x_b. they could go both upriver and downriver.
__c. they were steam powered.

8. The Ordinance of 1787 created the:

x a. Indiana Territory
__b. Ohio Territory
__c. Illinois Territory

9. The state capital was moved from Corydon to Indianapolis because:

__a. Indianapolis was a major river-port town.
__b. Indianapolis was a larger town than Corydon.
x c. Indianapolis was more centrally located.

10. Indiana's chief executive is the:

x a. governor
__b. state senator
__c. state president

11. Which of the following best describes a "pioneer"?

__a. one who is paid to settle new territory for another person
x b. one who settles in "uncivilized" areas
__c. one who drives Indians off their land for the army

12. Which of the following led to Indiana's bankruptcy in the early 1800's?

__a. The "10 O'Clock Line" Treaty
__b. The Harrison Land Act of 1800
x c. The Mammoth Internal Improvements Bill

Matching Personalities:

(B) 1. George Rogers Clark
(D) 2. Jonathon Jennings
(E) 3. Robert Owen
(A) 4. Robert LaSalle
(C) 5. William Henry Harrison

A. first European to enter Indiana territory
B. pioneer scout, leader in capturing British-held forts
C. first governor of Indiana Territory
D. first governor of the State of Indiana
E. leader of New Harmony settlement

Essay Questions:

Answer any ____ of the following questions.

1. What is the difference between "historic" and "prehistoric"?

2. Identify the various nations whose flags have flown over Indiana soil.

3. What are some types of government which have governed Indiana inhabitants?

4. Using 3 maps of the Eastern United States, do the following:

   (a) Trace the routes taken by early French explorers in the Indiana territory and surrounding territories.
   (b) Trace the route George Rogers Clark took in his campaign to capture Ft. Sackville (Vincennes).
   (c) Trace the possible routes taken by settlers coming from Virginia, the Carolinas, etc.

5. The Ordinance of 1787, creating the Northwest Territory, has been ranked with the Declaration of Independence and the U.S. Constitution in importance to Americans. Discuss reasons why this may or may not be true.

6. The period in Indiana history up to 1800 has been called the non-representative period. Discuss what this meant. Is this type of government for a newly settled territory necessarily bad? Why or why not?

7. Trace the military and political careers of William Henry Harrison. How did one help the other? Do you think Harrison was a good leader of men? Why?

8. Why is a good transportation system vital to the growth of Indiana?

9. How does the state government show some controls in the transportation system?

10. Why did the Mammoth Internal Improvement Bill lead to bankruptcy? How could this have been prevented?

Unit I
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1. Leary, Edward A., The Nineteenth State (for drawing which explains the Ordinance of 1785 and the township system of surveying).
2. Wilson, William E., Indiana, A History.
3. Troyer, Byron L., Yesterday's Indiana.
4. Gille, Frank H., publisher, Encyclopedia of the United States, Indiana, 1976.
5. Barnhart, John D. and Riker, Dorothy L., Indiana to 1816: The Colonial Period.
6. Esarey, Logan, History of Indiana, From Its Exploration to 1850, Vol. 1.
7. Thornbrough and Riker, Readings in Indiana History, Indiana Historical Bureau.
8. Many newspaper items; some Indiana Historical Bureau material.
9. Richardson, Willis, History of the Wabash and Eric Canal, unpublished thesis, Indiana University, 1925.

UNIT II - CONSTITUTIONAL CRISIS AND CHANGE

Chapter 1 - THE REASONS WHY THE 1816 CONSTITUTION FAILED

The teacher should order Charles Kettleborough's three-volume work, Constitution Making in Indiana, Indiana Historical Bureau, Indianapolis, 1971, for the most complete background anyone would ever need to understand the 1816 Constitution, the Constitutional Convention of 1851, Indiana's 1851 Constitution, and the many attempts to revise it up to 1930. In addition, every classroom ought to have classroom sets of Here Is Your Indiana Government, published annually by the Indiana State Chamber of Commerce. The teacher should certainly have at least one copy of Indiana Government Learning Activity Package, also published by the Chamber of Commerce and written by the Indiana Political Education Center at Indiana State University, 1979 (price $5.00).

These items should be stressed by the teacher in Chapter 1:

1. Point out the difference between fundamental law like a Constitution and statute law such as is regularly being created by legislatures.
2. Make sure students know that Indiana Constitutional Conventions could only be called if an absolute majority of all voters favored such a convention. Discuss with students the fairness or unfairness of the absolute majority requirement.
3. Review with students the number of years it took American citizens to tire of the Articles of Confederation and

replace them with the U.S. Constitution. Compare that with the 33 years Indiana took!

4. When comparing the original delegates to the make-up of a hypothetical modern constitutional convention, use the most recent make-up of the state legislature available. You can get that from the Chamber of Commerce Legislative Directory. Ask students to categorize the legislators by occupation, political party, sex, and race. (The last one may be more difficult to do.)
5. The assignment concerning observation of a public meeting can be interesting as long as students are cautioned not to be too humorous. They are to look for individual differences among public officeholders, and they should see that many different styles are necessary to keep a public meeting functioning. You can follow up this initial meeting by assigning students to go another time with a more specific purpose, forgetting about personalities.

Unit II
Chapter 2 - THE CONVENTION DELEGATES MEET

In this chapter students are expected to make comparisons between the 1816 and 1851 Constitutions, the Indiana Constitution and the Bill of Rights of the Federal Constitution, and past attitudes on women's rights and minority rights with those of the present. Much of the language that is needed already appears in the book, but the teacher might have more complete copies of the 1816 Constitution available.

These items should be stressed by the teacher in Chapter 2:

1. Indiana's second Constitution borrowed heavily from the 1816 model, the U.S. Constitution, and various state constitutions.
2. Indiana's Constitution is longer and broader than the U.S. Bill of Rights. Discuss with students why it was likely that Indiana lawmakers felt those rights had to be spelled out more specifically.
3. Have students do the graph work on their own papers. The point of the exercise is to see just how much time the Legislature was wasting on special and local matters.
4. Among the main points made by Governor Whitcomb that a student ought to recognize are: legislative sessions too long; work of legislators increased too much; citizens not at legislature may have their rights ignored; too many laws will be hastily written, complicated and uncertain; general laws will not get the attention they

deserve; Governor has to sign many bills he may not even understand; average citizen overwhelmed by so many laws. Biggest problem would be that only those who really knew legislators could get their favors taken care of. Undemocratic!

5. Compare Jeffersonian and Jacksonian Democracy. Make sure that students see how much more democratic the latter was. Discuss with students possible abuses in Jacksonian Democracy.
6. Hit this section very hard. Just what does public education do for democratic government? Why did Jefferson believe so strongly in it? How did Indiana's first Constitution fail to face the issue? Just what was Caleb Mills' contribution and was it important? How did the second Constitution finally assure Indiana citizens that there would be free public education? Ask students to reflect on what government in their community or state would really be like if most of the population was illiterate.
7. Even though Indiana cannot legally go into debt, find out how the state is able to finance such construction as the Indiana Toll Road, the Indiana State Office Building, the Fairground. (Commissions are created and authorized to sell bonds.)
8. If you feel your students are able to understand a banker's presentation on the effects of state laws upon banking, invite a banker to your class. Emphasis should be

on how state laws affect the banking most ordinary citizens make use of.

9. Compare and contrast attitudes toward women's rights and minority rights in 1851 with the 1980's. Emphasize the need for understanding historical perspective. Make absolutely sure that you do cover the repeal of Article XIII in "Constitutional Issues I" on page 00. Point out how difficult Indiana's Constitution was to amend. Also compare the 14th and 15th Federal Amendments to Indiana's XIIIth Article to see how Indiana's Constitution, or at least part of it, was <u>unconstitutional</u>.

Unit II
Chapter 3 - ANALYSIS: FEATURES OF THE SECOND CONSTITUTION

There is no substitute for reading the entire Indiana Constitution as it appears in Here Is Your Indiana Government. If you also work through Indiana Government Learning Activity Package you will be very well prepared for this chapter. Keep up-to-date by following the Indiana Legislature through any newspaper or "hotline" legislative service such as provided by the Indiana State Teachers Association. If you can get access to Third House publications of the Indiana Chamber of Commerce or the Farm Bureau, those would also prove helpful. Watch the newspapers for any legislative forums scheduled in your area. Finally, get in the habit of watching "Report from the Statehouse," a weekly television program. Once you are in the habit, you will undoubtedly pick up all kinds of recent applications of Chapter 3 to try out in your class.

These items should be stressed by the teacher in Chapter 3:

1. Concept of separation of power as it exists in Article III. As you come to Constitutional Issues I, II, and III later in the book, emphasize the concept of checks and balances.
2. "Powers Given to the Legislature" requires a rather close examination of the Constitution. There still are ways that the Legislature can pass legislation which only pertains to a specific locality, but the abuses of special

legislation for individuals has been curtailed.

3. Ask local and county officials to comment on whether or not they feel they have enough "home rule" powers. What more power would they like from the state legislature?
4. You might consider having students make a bulletin board-sized copy of "How a Bill Becomes a Law in Indiana." You could have them trace a bill through the Legislature to the Governor's Desk.
5. Compile a list of lobbyists and ask the students what kind of legislation the lobbyists would be supporting. Don't emphasize negative aspects of lobbying, but where there have been abuses do point those out.
6. If you do have students write letters to legislators, emphasize that students be accurate, neat, and polite. Do not waste the time of busy persons with spurious assignments.
7. Construct a chart on the bulletin board for students to follow the progress of key legislation. Have students keep the chart up-to-date. Encourage them to use "hot line" services, newspaper accounts, and other media coverage.
8. As you study several of the governors later in this book, keep track of how they used their constitutional powers. Point out especially the powers the Indiana Governor has in making appointments.
9. Construct a chart which shows the advantages and disadvantages of the patronage system. Perhaps a local

elected official would be willing to speak to your class about that topic.

10. When discussing the Judiciary, make sure students know the difference between appellate and original jurisdiction. Emphasize the importance of judicial review.
11. Review the concept of absolute majority required for passage of a constitutional amendment. Make sure students know how the Swift Case helped in getting seven amendments in 1881, by use of a special election.
12. The Todd Case is absolutely important for any student of Indiana's Constitution. It vastly simplifies constitutional amendments and saved Indiana from having to call a Constitutional Convention.
13. The 1972 Judicial Branch went through major reforms. Most important was the removal of many judges from partisan elections and creation of the Judicial Nominating Commission. Emphasize the difference between regular elections for other officeholders and special "judge retention" elections.

Unit II
UNIT TEST

Part I. Multiple Choice

(C) 1. The term which best describes a state Constitution such as Indiana adopted in 1851 is:

A. A statutory law passed by a legislature.

B. A natural law which comes from divine inspiration.

C. A fundamental law passed by convention delegates.

D. A democratic law passed by the people in a general election.

(E) 2. What was most true of Indiana's first (1816) Constitution?

A. By 1851 it was seen as not being democratic enough for Indiana citizens.

B. By 1851 it was seen as being too democratic for Indiana citizens.

C. By 1851 it had been changed so much by amendments that Indiana voters thought it was time for a new Constitution.

D. By 1851 Indiana voters felt that the 1816 Constitution was failing to solve the state's financial problems.

E. Only A and D.

F. Only B and D.

(C) 3. In order for the state's voters to call for a Constitutional Convention to write a new document, what portion of the voters would have to approve?

A. A simple majority of those voting on the question of calling for a Constitutional Convention.

B. An absolute majority of those who voted at all in a general election.

C. A constitutional majority as specified by the Constitution.

D. None of the above.

(C) 4. Which is most true of the delegates to the 1851 Constitutional Convention held in Indianapolis?

A. They represented urban and rural, male and female interests equally.

B. Most delegates were white, male, and from rural backgrounds.

C. All delegates were white, male and most were from rural areas.

D. Virtually all of the delegates were native-born Hoosiers.

(B) 5. When Legislator Brown asks Legislator Green to vote for a bill in return for Brown voting for a favorite bill of Green's, that is known as:

A. "pork barrel" legislation.

B. "log-rolling" tactics.

C. "a crooked deal between politicians"

D. "scratching each other's back"

(A) 6. Which is most clearly a principle of Jacksonian Democracy?

A. To make sure that the average man knows who or what he is voting for, public education will be supported by the state.

B. All property holders should vote for representatives who will then serve as governor, legislators, judges, and local officials.

C. To make sure that natural aristocrats will arise from the average white male population, public education should be supported.

D. The more able men elected to the legislature should, in turn, elect such officers as Secretary of State, Treasurer, and Auditor.

(A) 7. Which of the following was a feature of the 1851 Constitution?

A. It prohibited the state from going into debt.

B. It welcomed newly freed slaves into the state.

C. It provided funds for public education "as soon as circumstances will permit."

D. Women gained many personal rights including the vote.

(D) 8. How did Indiana finally get rid of Article XIII (Negro Exclusion)?

A. The Article was eliminated after the Civil War in 1865.

B. Indiana voters in 1880 general election voted by a simple majority to remove Article XIII.

C. The Supreme Court of the United States ruled Indiana's XIIIth Article unconstitutional and therefore void.

D. Indiana voters in an 1881 special election voted by an absolute majority to remove the XIIIth Article.

E. The XIVth Amendment of the U.S. Constitution providing that "no person shall be deprived of life, liberty, or property without due process of law" cancelled Indiana's XIIIth Article automatically, so no further action by Indiana voters was necessary.

(B) 9. Which is the correct description of the present Indiana legislature?

A. Two houses with 50 in the House and 100 in the Senate; both houses elected for two-year terms.

B. Two houses with 100 in House and 50 in Senate; four-year terms for Senators and two-year terms for members of House.

C. Two houses with 100 in House and 50 in Senate; all bills concerning taxes originate in the Upper House.

D. Two houses with 100 in House and 50 in Senate; Lieutenant Governor presides over the House, and Speaker presides over the Senate.

(F) 10. In order for a bill to become a law in the State of Indiana, what must occur?

A. Pass both houses by simple majority and be signed by governor.

B. Pass both houses by constitutional majority and be signed by governor.

C. Pass both houses by constitutional majority, be signed by governor, and be approved by the Supreme Court.

D. Pass both houses by constitutional majority and become law automatically in seven days if governor chooses not to sign the bill.

E. Only B or C.

F. Only B or D.

Part II. Matching

(B) Caleb Mills	A. Pen name for eyewitness observer of the 1851 Constitutional Convention.
(C) Robert Owen	B. "One of the People" who urged Indiana legislators to support public education.
(E) The State vs. Swift Case (1880)	C. Argued forcefully to get more rights for women in the 1851 Constitutional Convention but was unsuccessful.
(F) The Todd Case (1935)	D. Established principle of judicial review.
(A) Timothy Tugmotton	E. Permitted special election so that voters could remove Article XIII (Negro Exclusion).
	F. Allowed for much easier change of Constitution by permitting merely simple majority on constitutional questions rather than absolute majority of all who voted in a general election.

Part III. Questions to Answer

(Speaker)	1. Who (the office held, not a specific person's name) is the presiding officer of the Lower House in the General Assembly?
(ten years)	2. For how long is an Indiana Supreme Court justice's term after he or she has won a "judge retention" election?
(26) / (51)	3. What is the exact number of votes needed in the Indiana Senate for a bill to pass? What is the exact number of votes needed in the Indiana House for a bill to pass?
("special interests")	4. What is another name for "lobbies" or "lobbyists" who try to influence legislation?
(Conference Committee)	5. What is the name given to the joint Senate-House Committee which tries to smooth out differences in a bill so that it goes in one agreed form to the governor's desk?

Part IV. Essay

A. List the major reasons why Indiana voters became dissatisfied with the 1816 Constitution. Explain how the 1851 Constitution tried to meet some of the objections made to the previous constitution.

B. "Indiana's 1851 Constitution was practically unamendable until the 1935 Todd Case." Support this statement by making reference to two of the following: removal of the XIIIth Article; "the lawyer's amendment"; giving women the right to vote.

C. TAKE HOME ESSAY: Listen to a TV program entitled "Report from the Statehouse" or "Indiana Lawmakers." Take notes on what you see and hear. Pick out one key issue, bill, or law and see if you can find additional information about it. Follow the progress of the bill, issue, or law for about one week, then write a brief essay explaining what is happening to that particular item. Is the bill going to pass? Did it die in committee? How does the governor feel about it? Is he going to sign, veto or ignore the bill? What interest groups want the bill passed? Which ones want it defeated?

(Some 1981 Examples:)

1. Should the 55 MPH speed limit be lifted?

2. How much money should be provided for public education? What percentage raise would this make possible for teachers?

3. Should additional money be given to the universities? What percentage raise would this make possible for university staff? What prospects are there for tuition increase?

4. Should there be an increase in the gasoline tax? What should be done with the increased dollars for the state?

5. Should nursing homes be regulated more closely by the state?

6. Should Indiana build a new prison?

7. Should teachers be required to hang up a copy of the Ten Commandments in their classroom?

Unit II
LIST OF SOURCES

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10. Carmony, Donald F., Handbook on Indiana History, Indiana Sesquicentennial Commission, Indianapolis, 1966.

11. New Constitution Textbook and Manual of Ready Reference, Citizens League of Indiana, 1917.

12. Modernizing Our State Government: Selected Papers, Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana, March 20, 1970.

13. Pending Amendments to the Indiana Constitution, 13-page pamphlet written by Rex M. Potterf, Fort Wayne Public Library, 1970.

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UNIT III - FROM SECTIONAL DIVISION TO POLITICAL UNITY

Chapter 1 - SECTIONAL ISSUES AFFECT INDIANA POLITICS

Chapter One discussed national issues in an Indiana context. You should be alert to whether or not your students understand the national sectional issues before they can discuss what was happening in Indiana.

When possible, look for topics such as the Underground Railroad that would allow student research into the history of their county. Local libraries, museums, or historical societies will be helpful.

The values/action chart on page 00 leads to a class discussion of the consequences faced by people when they act on their values. You might ask students if people such as the "workers" on the Underground Railroad should break the law to act on their values. Be sure to keep such a discussion open and allow for differing opinions.

In discussing Indiana's political climate, you should point out Indiana's geographic and economic ties to the West and South. You might discuss the history of cities like Madison or Evansville and the importance of river trade.

The Fugitive Slave Law is a good topic for a discussion of values in conflict. Hoosiers were generally strong in their support of compromise and peace, but had a strong objection to slavery. John Freeman's story can help students to understand some of the problems associated with the Fugitive Slave Law. Topics such as this could be used for a

classroom debate.

It might be helpful for students to make charts of the political parties active in Indiana and their stand on the issues of the day. This would facilitate class discussion of the differences in the parties and why they tended to appeal to different geographical sections of Indiana. It would also help students understand the political shift to the Republican Party in Indiana. This could be an individual or a group project. After completing this section, students should have a better understanding of how national issues affected Indiana politics. You might use current news stories to discuss how that is still true today.

Unit III
Chapter 2 - THE CIVIL WAR YEARS

Chapter Two describes Indiana's role in the Civil War and postwar Hoosier politics. In introducing the chapter, take time to discuss student reactions to the story and how they might have reacted to a call to arms.

The chart on page 00 might be compared to similar figures for both World Wars. The TV show M.A.S.H. could be used to discuss care of the wounded compared to the lack of sanitation and medical knowledge in the Civil War.

Will Stitt's diary could lead to a discussion of the realities of being a soldier. Refer back to the earlier discussion of whether or not they would have answered the call to arms and ask how Will's description compared with their expectation of a soldier's life. Refer students to the picture on page 00 and discuss the mood of that picture compared to the mood of Will's diary.

Section 2 is a description of Governor Oliver P. Morton and his impact on Indiana. The unit opens with an activity where students list qualities they would want in a governor. After reading about Morton, they should list which of their ideal characteristics they find in him and which they do not find. After they have done this as individuals, put students in groups of four and five. Ask the groups to agree on five qualities of an outstanding governor and whether or not Morton passes the "test." Have each group report to the

class. At this time you could also ask students to bring out evidence others might use to disagree with the assumption that Morton was an outstanding governor. Ask students to identify which groups liked or disliked Morton and why. Another option would be to compare Morton to a 20th Century governor using a similar procedure.

The campaign between Williams and Harrison could be used for a mock political campaign with posters and speeches for each candidate.

Unit III
Chapter 3 - INTENSE PARTY POLITICS

Section 1 shows the relationship between Indiana politics and the national political scene. You should discuss with students the importance of Indiana's October election. The discussion of large campaign funds spent in Indiana in the 1880 election could be compared to the same issue today including the importance of the mass media. Also consider with students the historic and ongoing changes made in Indiana to try and control such problems. A field trip to the Benjamin Harrison home in Indianapolis could be very informative to the students. If this is not possible, you might ask the class to do more reading on the Harrison family, both in Indiana and in the White House.

Section 2 focuses on social issues of the second half of the 19th Century. Students should be able to identify how people acted upon their values. Discuss the conflict of values when such issues as temperance lead to laws regulating citizen behavior. In discussing education, have the students interview grandparents or a friend from an older generation about the schools they attended. Have the class as a group develop some questions before the interview. Compile the data as a class and discuss how education has changed in Indiana. Consider topics such as school buildings, courses taught, size of schools, etc.

Section 3 is intended to stimulate student interest in

their local courthouse and describe briefly what goes on in a courthouse. A visit, either individually or as a class, to the local courthouse would be very helpful to your students. Take time to discuss the building and its style of architecture. Then divide the class into small groups of 2 or 3 and give each specific assignments. For example: obtain a passport application, find out how to register a deed, visit and describe the courtroom, observe the people who are pictured on the walls in the hallways and lobby, look up their own birth records or find out how to get a birth certificate. These are suggestions, and you shouldn't have difficulty thinking of more. There is much to see and do in a local courthouse, things the students will be doing in the course of their lives. With instamatic cameras, students could create a slide show about their courthouse. If trips are not possible, invite guest speakers to talk about their jobs in the courthouse. Remember those people who work to preserve and maintain these large and sometimes old and ornate buildings. This might lead to a class debate on whether or not these old buildings should be preserved or torn down and replaced by newer, more modern buildings.

Unit III
UNIT TEST

1. Which of the following could be identified as a goal of colonization societies?
   A. Indiana's "Black Laws"
   B. Employing a state agent to assist blacks in emigrating to Africa
   C. Temperance revivals to get people to sign a temperance pledge
   D. The movement of runaway slaves through Indiana on the underground railroad

2. Chapter One of Unit III discussed groups of people whose values caused them to want Indiana politicians to pass laws to support their beliefs. Which of the following is not a value?
   A. All men are created equal
   B. Alcohol is an evil drink
   C. Settlers brought slaves to Indiana
   D. Blacks and whites living together creates tension

3. In the Indiana election of 1852, slavery was a major issue because
   A. Many slaves were brought into Indiana
   B. Indiana wanted no trade with the South
   C. Many Hoosiers opposed the Fugitive Slave Law
   D. People read Uncle Tom's Cabin

4. The story about John Freeman best supports which following statement about the Fugitive Slave Law?
   A. The law was unfair
   B. People should disobey the law
   C. The law did not protect free blacks
   D. The law would bring a sectional war

5. All of the following were issues supported by Indiana politicians who left the Democratic Party to form the People's Party except
   A. Support of the Missouri Compromise to stop the spread of slavery
   B. Legal prohibition of liquor
   C. Laws to allow more immigrants to become citizens
   D. Support of Protestant clergy who opposed slavery

6. By 1860 the strongest political party in Indiana was the
   A. Whig Party
   B. Republican Party
   C. Democratic Party
   D. Free-Soil Party

7. Indiana's Civil War Governor was
   A. Benjamin Harrison
   B. Oliver P. Morton
   C. "Blue Jeans" Williams
   D. Colonel Conrad Baker

8. Which of the following quotes would most likely cause the person to be called a Copperhead?
   A. "Republicans and the Governor are using the war for political gain and to weaken states' rights."
   B. "Indiana knows no North or South, nothing but the common brotherhood of all working for the common good."
   C. "We unite as one man to repel all treasonable assaults upon the government, its property, and its citizens."
   D. "The Fugitive Slave Law is so wicked it need not be obeyed. You should work to cancel the law."

9. Which statement best describes Indiana's response to the Civil War?
   A. Loyal to the Union
   B. Honeycombed with treason
   C. Indifferent to what was happening
   D. Divided as to which side to support

10. When Indiana had to supply arms to an early flood of volunteers, Oliver P. Morton took action to purchase arms and supplies on the open market. On his own authority he established a state arsenal to furnish bullets to Hoosier soldiers. These actions best support which of the following statements about Morton?
   A. Morton was honest and patriotic.
   B. Morton was not well prepared to lead Indiana.
   C. Morton was loyal to the Union.
   D. Morton was well-organized and quick to solve problems.

11. The actions taken by Oliver P. Morton described in question No. 10 helped to earn Morton the nickname
   A. "Copperhead"
   B. "Soldier's Friend"
   C. "Money-spender Morton"
   D. "Indiana's Radical Republican"

12. Which of the following is an example of Hoosier Republicans "waving the bloody shirt" to get elected?
   A. Morton urged Congress to pass an act giving blacks the right to vote.
   B. Political posters showing Harrison as a backwoodsy person.
   C. A political rally speech calling Democrats disloyal and attacking their war record.

13. The wearing of a blue denim suit by "Blue Jeans" Williams in the governor's race of 1876 was seen by his supporters as a symbol of
    A. His knowledge of fashion
    B. His interest in the working man
    C. His aristocratic background
    D. His father's Presidential campaign

14. In the 1880 presidential election both parties campaigned heavily in Indiana because
    A. Indiana's election was in October
    B. Indiana had the largest population
    C. Both parties were strong in Indiana
    D. There was no evidence of corruption in Indiana's elections

15. An advantage of the Australian Ballot adopted by Indiana in 1889 was
    A. Parties would print their own ballots
    B. People could no longer vote a straight ticket
    C. Ballots would be uniform in size and color
    D. Party emblems would not be on the ballots

16. Which of the following is <u>not</u> evidence to support the statement that Hoosiers valued education?
    A. 1867 law giving cities and towns the power to collect school funds
    B. By 1876 most schools were built of brick
    C. A compulsory attendance law was passed in 1897
    D. The first state Constitution called for the establishment of a state university free and open to all.

UNIT IV - INDIANA ENTERS THE TWENTIETH CENTURY

Introduction

The theme of this unit is "change." As your pupils use the materials, they should be directed to look for changes. A classroom list can be kept and added to as changes are noted. A final Unit activity can be to check the list to see how many changes are shared by the whole nation at the same time, drawing on pupils' knowledge of United States history and help from you.

All the reading materials and activities were created on the premise that the classroom teacher is the best judge of whether they should be used as a whole class, small group, pair, or individual activity. The "Chapter Checkpoints" are adaptable also, but probably make better outside-of-class assignments.

ADDITIONAL ASSIGNMENTS

Topics that were not dealt with in this Unit would make good "extra-credit" assignments: the fine arts, churches, colleges, recreation and professional athletics. Another suggested assignment: give pupils an imaginary box with specified dimensions; they are to fill it with items people in 1916 would have used to show people in 2016 what life was like in Indiana in the Centennial year.

Unit IV
Chapter 1 - NEW WAYS FOR A NEW CENTURY

Answers to Chapter Activities

Section 1. Table 1: (1) urban population increased, (2) 1920, (3) yes. Table 2: (make sure pupils understand "rank" concept) (1) Indianapolis, Fort Wayne, South Bend, Evansville, Gary, Hammond, Terre Haute, East Chicago, Muncie, Anderson, Elkhart, Kokomo, Richmond, Mishawaka, Michigan City, Lafayette, New Albany, Marion, Logansport, Bloomington, Vincennes, La Porte, New Castle, Huntington, Peru, Frankfort, Jeffersonville, Crawfordsville; (2-3) South 3, Central 5, North 2; (4) South 1, Central 4, North 5; (5) North and Central. Checkpoint: Completed answers to these should be retained in pupil's notebook.

Section 2. Railroads map: (1) 2 and 3 (4 is implied); (2) 1 (perhaps 4); (3) discussion: climate and use over time could change 1 and 2, 3 would probably not change, and 4 would not. Interurban map: answers vary. Checkpoint: Completed answers to be retained.

Section 3. "Problems" outline: I. (A) unsafe; (B) strong or large or corporations; (C) natural resources; (D) railroads. II. (A) health; (B) increased; (C) welfare; choices from list of laws should be discussed, though answers can vary. 1912 Election Results: (1) (percentages for each candidate--Indiana first number, U.S. second) For President, Wilson 43.1%, 41.84%; Roosevelt 24.8%, 27.39%; Taft 23.1%, 23.18%; Debs 5.6%, 5.99%; Chaffin 2.9%, 1.38%; Governor's

race, Ralston 43%; Beveridge 26%; Durbin 22.1%; Reynolds 5.5%; Indiana was typical. (2) Democratic victory resulted from Republican split. Checkpoint: If sources are unavailable, explain progressive measures. Indiana did not adopt most electoral reforms.

Section 4. Milos' dilemma could be role-played to portray the values conflict.

Chapter 1 Checkpoint. Pupils could be directed to their own notebooks if previous activity results have been retained, then to the text for the vocabulary meanings; a dictionary should be a "last resort." Require complete sentences for part II answers. Answer #4 captions should reflect concepts of large size and imposing architecture. Indianapolis as the center of state should also appear. Part III, Checking Local History: Depending upon availability of resources, the assignment can be divided among pupils. If obtaining resources is a problem for pupils, you can assemble a variety in the classroom. You are urged to contact the local sources listed. They can be very helpful, and you will probably find local people willing to come in person to your classroom once they know you and your pupils want to find out more about local history.

Before students begin working with the chapter materials, make them aware of the Centennial date, 1916. Start looking for local evidences of that year's activities. Most county library systems can locate for you a number of items issued in 1916 but now out of print. Those used in preparing this chapter were: Harlow Lindley, The Indiana Centennial; George Ade, An Invitation to You and Your Folks from Jim and Some More of the Home Folks; Board of Charities, A Century of Progress.

Section 3. Enlist your school librarian for help with Indiana literature. This offers opportunity for special individual assignments; state institutions chart: (1) criminals, then deaf and blind, (2) criminals, handicapped--physically and mentally, veterans and dependents, physically ill, (3) mentally ill, (4) funding, and percentage not cared for.

Section 4. A "map project" is suggested. Locations of state parks and memorials can be marked with and supplemented by pupil drawings and reports, printed leaflets and pictures collected by pupils or from state sources. This should be a large-scale map (poster, bulletin board, table relief map, etc.). Smaller individual maps can be adapted from the large one for pupils' notebooks, etc.

Chapter 2 Checkpoint. II. (1) township trustee control, all grades in one building, agriculture and homemaking

courses; (2) increased demand for crops that could be canned; (3) foundation of state's prominence in livestock; (4) auto accessories; (5) humor; answers vary (example: They admired those who do not take themselves too seriously.); (6) the first state parks were purchased in order to save untouched resources from exploitation.

Answers to Chapter Activities

Section 2. Chart can be done individually or by groups, but answers need to be discussed in class rather than "graded." The following answers are suggested as guides. If pupils can justify other choices, they are acceptable. I. 1, 3, 6; a, c, d, e. II. 1, 3, 4, 6; a, b, d, e, g. III. 1, 2, 6; e. IV. 2, 3, 5; b, e. V. 1; d, f, g. VI. 1, 2, 3; a, d, e. VII. 5; d, e. VIII. 1, 2, 4; b. Have pupils retain chart. After reading material on State Highway Department in next Section, it could be added as item IX. Follow the same chart choice procedure.

Section 3. Cartoon questions: (1) public, citizens; (2) roads and state parks; (3) government; (4) Legislature meets in January of odd-numbered years.

Chapter 3 Checkpoint. II. 3: farmer could get his crops to market easier and visit neighbors, friends and relatives in town; high school pupil might find himself going to a school further away, since transportation time was cut; political candidate could expect more citizens to be able to get to county seat for rallies, local workers could reach more voters in less time; a bootlegger with high-powered auto or truck could get away from law officials, but law officials also could get into formerly remote areas to apprehend violators; a Ku Klux Klan official could expect more people to be able to get to meetings and marches; parades could cover more

territory (they often made a point of passing by local minority group members' homes).

SPECIAL NOTE: The Twenties are often one of the "favorite periods" of teenagers. Encourage pupils to share pictures, stories from relatives, and knowledge gathered from films and books.

Unit IV
UNIT TEST

1. The political party that won the most Indiana elections between 1890 and 1930 was the (a) Republican; (b) Democratic; (c) Socialist; (d) Progressive.
2. When Indiana industrialized between 1880 and 1930, the reason that remained the most important throughout the period was its (a) cheap fuel; (b) forest and quarry products; (c) geographical location; (d) interurban system.
3. A list of Indiana cities whose population increased the most during the industrialization period would not include (a) Indianapolis; (b) Anderson; (c) Fort Wayne; (d) Jeffersonville.
4. The main difference between the Calumet Region and the rest of Indiana by 1930 was that the Region had many (a) industries; (b) railroads; (c) ethnic groups; (d) state parks.
5. Laws between 1890 and 1930 providing for government growth added the most responsibilities to the (a) legislature; (b) executive branch; (c) court system; (d) county officers.

Which one of the titles in Column B would most likely be the subject of a speech by each man in Column A?

COLUMN A	COLUMN B
6. John N. Hurty	(a) "Turkey Run--A Centennial Gift"

COLUMN A	COLUMN B
7. Samuel M. Ralston	(b) "Socialism: the Workingman's Hope"
8. J. Frank Hanly	(c) "More Funds for Health Care"
9. Albert J. Beveridge	(d) "America's Destiny--the Philippines"
10. Eugene V. Debs	(e) "The Enemy of Progress is Liquor"

Which of the imaginary quotations in Column B would have been said in each of the election years in Column A?

COLUMN A	COLUMN B
11. 1912	(a) "How can we afford a big war memorial when the farmers are going broke?"
12. 1916	(b) "They say he's the Klan candidate."
13. 1920	(c) "We've had prohibition for eight years and there is more drinking now than ever."
14. 1924	(d) "Looks like the Democrats are going to elect a president and a governor since the Republicans split."
15. 1928	(e) "One thing is sure; the vice-president will be a Hoosier."

I. If you had to plan an exhibit titled "Indiana Between 1900 and 1930", what ten articles would you include? Explain your choices.

II. How did Indiana schools change as the state became more urbanized and industrialized?

Unit IV
LIST OF SOURCES

Clifton J. Phillips, Indiana in Transition, Indiana Historical Bureau, 1968.

Powell A. Moore, The Calumet Region, Indiana Historical Bureau, 1959.

David M. Chalmers, Hooded Americanism, New York, Doubleday and Co., 1965.

Duncan Schiedt, The Jazz State of Indiana, Pittsboror, 1977.

Harold C. Feightner, Our State Government, Indianapolis News Publishing Co., 1930.

Thurman Rice, The Hoosier Health Officer, Indiana State Board of Health, 1946.

ADDRESSES FOR INDIANA HISTORY MATERIALS

Indiana Historical Bureau, 140 N. Senate Ave., Indianapolis, Indiana 46204.

Indiana Historical Society, 315 W. Ohio St., Indianapolis.

Indiana Department of Natural Resources, State Office Bldg., Indianapolis.

Indiana Division of Historic Preservation, 202 N. Alabama, Indianapolis, Indiana 46204.

Indiana Geological Survey, 611 N. Walnut Grove Ave., Bloomington, Indiana 47401.

Indiana Department of Commerce, Room 336, State House, Indianapolis, Indiana 46204.

Indiana State Chamber of Commerce, 201 Board of Trade Bldg., Indianapolis, Indiana 46204.

Travel Indiana, Inc., 111 North Capitol, Indianapolis, Indiana 46204.

Indiana University Press, 10th and Morton Streets, Bloomington, Indiana 47405.

Indiana Society of Architects, AIA, 1403 N. Delaware, Indianapolis, Indiana 46202.

Historic Landmarks Foundation of Indiana, 3402 Boulevard Pl., Indianapolis, Indiana 46208.

Indiana Committee for the Humanities, 4200 Northwestern Ave., Indianapolis, Indiana 46208.

UNIT V - DEPRESSION, RESPONSE AND GROWTH

Chapter 1 - THE DEPRESSION

The illustrations in this chapter have been selected to show depressed conditions in Indiana as a part of national circumstances. The Year Book of the State of Indiana offers a wealth of statistics that provide the Indiana part of this picture. Various American history texts are acceptable for the national comparisons. William E. Leuchtenburg's Perils of Prosperity (especially the chapter entitled "Smashup") is a useful national introduction to the graphs provided on Indiana.

The graph on U.S. unemployment should be discussed carefully to be sure the students understand how to interpret it. The graph on Indiana marriages provides the opportunity to show how data is applied to a graph, but also introduces the social effects of the Depression. The other graphs are offered as bases for open-ended discussions. Small group work leading into class discussions is suggested. Each group could offer possible explanations of a graph or set of them, and the other members of the class could react. Conclusions accepting various possible explanations are to be encouraged. In the process, the impact of the Depression is the main objective.

Another theme is the powers of the Indiana governor and the applications of these powers in various situations. The Dillinger episode is an introduction to the use of two governors' powers. This situation sets up additional comparisons

between Governors Leslie and McNutt. Notice how central this theme is to the end-of-chapter activities.

The reactions to and checks on executive powers are combined as the third underlying chapter theme. Party unity played down the legislative checks on Governor McNutt and President Roosevelt. The media and eventually the courts do provide forms of questioning and checking of executive authority of the 1930's. The Indiana Constitution is, of course, a further means of defining power and is therefore a frequent point of reference throughout the chapter. Together these factors help the student to be prepared for the political clashes of the 1940's.

Finally, stress should be given to the "Hoosier Profile." Labor history is not blended within the narrative and yet deserves attention. It is difficult to identify one particular leader, and therefore this composite is provided. A similar profile on the industrial leader is on page 00.

Indiana's response to national events is also a major focus in the second chapter of this unit. The 1940 election provides a transition, blending responses to the New Deal programs with growing concerns about international events. The Communist Party issue provides an international backdrop to the Indiana election as well as an opportunity to make use of comparative editorials.

This comparative approach is followed in considering the views and political destinies of Indiana personalities on the national scene. The nomination of Wendell Willkie can be compared and contrasted with that of President Roosevelt. This third term president's ambitions can be related to the aspirations of former Governor McNutt.

The comparative approach is also basic to the consideration of Governor Schricker's relationship with the General Assembly as contrasted with Governor McNutt's situation. The students may need detailed explanations to see connections between McNutt's Reorganization Plan and the attempted "ripper bills" of the early forties. The check and balance concept involved in the action of the Indiana Supreme Court concludes this lesson, allowing for connections with previous examples.

The charts and graphs are again basic to the material. The effects of mobilization on overall employment and employment of women in particular should be fully discussed. The

chart of selected industrial contributions leads into the localizing of this idea as part of an application exercise. Just as determining the local impact of the C.C.C. and W.P.A. in your part of the state may help the 1930's "come alive," evaluating the local effects of World War II mobilization should give a flavor of reality to the 1940's. The role-playing exercise for gaining acceptance of rationing may encourage a pooling of class members' artistic, speaking, and other talents.

Unit V
Chapter 3 - DEFINITION AND GROWTH

The 1945-1960 period in Indiana is one of transition--not the abrupt 1940 shift in focus from Depression to World War II, but a gradual adjustment to changing conditions.

The war demobilization period brought a need to assess Indiana's position on federal aid. The judgment on matching funds for highways was a 1945 issue, but the debates of the 1947 General Assembly and others since then demonstrate that the issue is not fixed to a particular time frame. The sometimes conservative image of Indiana is worth discussing on economic grounds in this lesson and is a connective theme with other lessons that follow.

The supposedly quiet Fifties present the state/local counterpart for the federal/state issue just discussed. The local concerns over school district lines in view of state requirements are comparable to state concerns about federal controls. The role-playing of the three townships' interests in the various plans is intended as a means of encouraging students to feel the frustrations involved in consolidation. Basketball, not usually thought of as a political issue, is deeply involved. Some schools may have coaches who have direct experiences to offer to the class. The reduction of the I.S.H.A.A. male basketball tournament field from 712 teams in 1959 to 400 in 1976 has effects throughout the state. Other school administrators might talk to the class about other angles.

Students should realize that the common image of the Fifties omits the confronting of several controversial issues--school desegregation and right-to-work laws, to name only two. The realization that these issues have continued to be debated in Indiana is important. Therefore, much of the story of 1945-1960 in Indiana is current. Eric Goldman in Crucial Decade and After presents the national counterpart for Indiana's circumstances.

Unit V
UNIT TEST

A. List the letter of the one item most clearly not belonging in each group of items:

1. Democratic Party Members:

(a) Paul V. McNutt (b) Henry F. Schricker
(c) Frank McHale (d) Homer E. Capehart

2. Republican Governors:

(a) William E. Jenner (b) Harold Handley
(c) George N. Craig (d) Ralph F. Gates

3. Depression Effects in Indiana:

(a) bank failures (b) fewer marriages
(c) high unemployment (d) no movies

4. Hoosier Reactions to the Depression:

(a) high percentage of voters voted for Communists
(b) thousands employed by C.C.C. and W.P.A.
(c) increased voting for Democratic Party candidates
(d) increased participation in labor unions

5. The 1940 Election:

(a) Hoosiers supported Wendell Willkie for President.
(b) Hoosiers elected a Republican Governor.
(c) F.D.R.'s third term decision kept one Hoosier off the ballot.
(d) Hoosiers elected a Republican-controlled General Assembly.

6. Positions Held by Paul V. McNutt:

(a) Governor of Indiana
(b) High Commissioner to the Philippines
(c) Federal Security Administrator
(d) Vice-President of the United States

B. Select the letter of the item that occurred earliest in each group of items:

7. (a) the Great Depression
(b) World War I
(c) election of 1940
(d) World War II

8. (a) World War II demobilization
   (b) V-J Day
   (c) closing of Camp Atterbury
   (d) World War II mobilization

9. (a) outlawing of school segregation in Indiana
   (b) civil rights movement led by Dr. Martin Luther King, Jr.
   (c) U.S. Supreme Court decision requiring desegregation of schools (Brown vs. Board of Education)
   (d) election of President John F. Kennedy

10. (a) term of Governor McNutt
    (b) term of President Eisenhower
    (c) term of Governor Leslie
    (d) term of Governor Townsend

C. Select the letter of the best answer:

11. Governor McNutt's reorganization of Indiana government moved along quickly because of the Depression and because:

    (a) Roosevelt's New Deal had already taken effect.
    (b) Governor Leslie had half the job done by 1932.
    (c) The Indiana General Assembly was overwhelmingly Democratic.
    (d) The U.S. Congress was providing a model to follow.

12. The Indiana House resolution of 1947 called for an end to federal aid for Indiana, but was not even followed by backers. A major reason that Republican legislators continued to accept federal aid was:

    (a) They liked federal government controls.
    (b) They wanted Indiana to get its share.
    (c) They didn't feel Indiana could raise "matching funds."
    (d) They agreed that the Democratic legislators were correct.

13. Indiana school consolidation was:

    (a) only an urban issue.
    (b) required by federal law.
    (c) affected by basketball loyalties.
    (d) dropped as a waste of money.

14. Indiana's right-to-work law was:

    (a) wanted by A.F.L.-C.I.O. leaders.
    (b) passed because of President Truman's support.
    (c) criticized by Ohio Senator Robert A. Taft.
    (d) passed in the 1950's and repealed in the 1960's.

15. The powers of Indiana Governors:

(a) are subject to checks by the Indiana General Assembly.
(b) are subject to checks by the Indiana Supreme Court.
(c) are informally checked by the news media.
(d) are subject to checks by the voters.
(e) all of the above.
(f) none of the above.

D. Essays - Directions: Write your answers clearly and give examples to back up your ideas. Stick to the idea of the question.

I. Compare and contrast the Indiana executive/legislative relationships that existed during Governor McNutt's term, 1933-1937, with those during Governor Schricker's first term, 1941-1945. Discuss their actions, legislative reactions, and the resulting accomplishments of the two administrations.

II. Compare and contrast the personal effects of the Depression and World War II on Hoosiers' lives. Discuss the conditions, government actions and Hoosier responses.

III. Discuss either school consolidation or desegregation in Indiana. List the reasons for the action taken, the responses of Hoosiers, and the roles of state and national governments.

Unit V
LIST OF SOURCES

General References:

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Here Is Your Indiana Government, State Chamber of Commerce, 1980.

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Indiana: A Bicentennial History, Howard K. Peckham, Norton and Co., 1978.

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Just Us Hoosiers, Dale Burgess, Unified College Press, 1966.

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UNIT VI - INDIANA: TODAY AND TOMORROW

Chapter 1 - INDIANA AT MID-CENTURY

Using a daily newspaper with this section will make it more relevant to your students and will keep it up-to-date. Start a collection of your own and then have pupils add to it when they start using this part of the text material. Collect both reports on legislative, executive, and judicial official actions as well as headlines and articles about current issues that state government might deal with. Use these for bulletin boards and as springboards for class discussions. Another source of recent legislative news is the radio broadcasts "from the statehouse" during sessions; you or your pupils could tape these and play them back in class.

Constitutional Amendment activity: longer terms--(1); increasing General Assembly's powers--(2), (5), (6), (7) (while Assembly in 1974 said voters could elect the superintendent, the amendment gave them the right to say something different), (8), and (12); increasing the governor's powers--(3), (4), (9); citizens' rights--(10), (11). Legislature gained more power.

It is strongly recommended that you have available the Indiana Chamber of Commerce's Here Is Your Indiana Government. You and your pupils will find answers to all kinds of questions about the Constitution and its changes and about state and local government between its covers. A companion packet is available with some good learning activities. (1980 prices: book--$2, packet--$5; 201 Board of Trade Building, Indianapolis 46204.)

Unit VI
Chapter 2 - HOOSIER PARTIES AND POLITICS

Section 1. To get the most out of the section on politics and election, it would be best to schedule instruction near a primary or general election. That way, there will be plenty of material in the newspapers, on the radio and on television to keep students motivated. Also, the major political parties and individual candidates will have plenty of material available and, even more important, they will welcome any student volunteers for campaign work.

The teacher can become quite knowledgeable about politics in his or her own area by becoming acquainted with a county chairperson or key precinct committee members. Many of these persons are very willing to come to speak to classroom groups. Because these persons are used to being in the public view, they are usually quite adept at answering most questions your students might have.

After becoming acquainted with political leaders, it would be a very good idea for the teacher to become a deputy registrar. In fairness to students in your school, ask a colleague of the other political party also to become a registrar. That way, between the two you you can register all of the eligible voters who become 18 during their high school year. The teacher need not worry about having to ask a student's political party preference, as a deputy registrar does not need to do that.

You may choose to have your students work in a political campaign. First check with a campaign chairman to see how students can be used. Arrange for minimum hours of work, perhaps two to four hours. Inform the students of the kind of work they might be doing: stuffing envelopes, answering phones, putting up yard signs. Let them know who the contact

persons are in both parties or even in third parties. Have the students carry some type of note which should be signed by a party worker after your students have completed their required campaign work.

Finally, in any unit of this kind, it is necessary that the teacher keep up-to-date by consulting the daily newspaper since events change so quickly.

Section 2. Having copies of Here Is Your Indiana Government from the Indiana Chamber of Commerce available for you, the teacher, and for members of your class will be helpful when studying this section of the chapter. The Indiana Government Learning Activity Packet, mentioned earlier, will offer some help in sorting out the many levels of local and county government.

Charts have been constructed for your use in helping to clarify the roles of various elected and appointed officials. These charts will also help the student more easily see the flow of responsibility in the local (city or town) or county governmental structure.

With the lowering of the age of majority to eighteen, it is all the more important for students at the high school level to become familiar (or more acquainted with) the basic functions of government, and how government serves them, either directly or indirectly.

The overlapping of various governmental units at the city or county level and their basic duties and functions will give much opportunity for discussing efficiency in government, "bureaucratic red tape," and just what agency or official is responsible for what service.

The chart on page 00, showing the organization of the Unigov plan for Indianapolis-Marion County, will illustrate one method for making

government more efficient and easier for the concerned citizen in seeking help or service.

Our system of government is supposed to reflect the will of the people. Tomorrow's emerging voters should be more knowledgeable in the workings of government as it affects them, either directly or indirectly.

Unit VI
Chapter 3 - INDIANA AND THE NATION

A re-emphasis on the idea of representation of Indiana in national political decisions is a major focus of this chapter. It is possible to confine this concept to particular personalities and case studies listed, or it may be preferable to expand upon the content provided by assigning individual or group projects. The Panama Canal treaties, the civil rights movement, and women's rights are obvious starting points.

Another research approach might be to encourage biographical studies of the leaders mentioned or additional ones. Standard research of national figures or interviews of local leaders would provide varied possibilities. Note that the mention of women's participation in local politics is a potential sub-theme. See the profile on women mayors in Indiana on page 00.

The chapter also allows for drawing connections with themes in previous units. The previous discussion of school desegregation naturally blends with the consideration of civil rights commissions. The prior mention of Hoosier debates over federal aid relates well to the issue of revenue sharing.

The dual ideas of understanding Hoosier attitudes and learning to make decisions underlie these major themes. The contrasting views of Indiana's U.S. Senators are significant, but so is the process of presidential proposal and Senate ratification of a treaty by two-thirds vote. The amendment process in which two-thirds of the members of Congress propose and three-fourths of the states ratify is likewise a combination of process and attitudes as related to particular amendments.

The revenue sharing exercise has the same features with further

emphasis on student involvement. It is important to discuss the decision-making process with the students as applied to setting priorities. The approach of looking at what Hoosiers and Americans in general set as priorities and trying to determine what is displayed by these choices is useful. Latitude should be encouraged in examining "typical" Hoosier attitudes that lead to these decisions.

Current magazines, newspapers, television news specials, and a variety of other sources are available to bring out examples. Using these current materials is a way of keeping up-to-date on these concepts.

Unit VI
Chapter 4 - INDIANA AND THE WORLD

This chapter may seem very different from the others to you and your students. Students are asked to change their focus and examine how Indiana is linked to other nations through trade, foreign-owned businesses, foreign students, and church contacts. The primary chapter objectives are to have students: (1) be knowledgeable about these links, and (2) be able to apply this knowledge to Indiana's future and their own individual future.

The concept of "global interdependence" is widely used in social studies education today. The word simply means that people throughout the world depend on products and services from other nations. It does not mean a world government or loss of U.S. sovereignty. Interdependence may not always be "good." The chart on page 00 illustrates this point and should provide interesting discussion material.

However, although arguments can be made against the growing interdependence of peoples and nations, it appears to be the course of the future. Section 2 illustrates how much of Indiana's industrial and agricultural production becomes part of international trade. You may want to inquire in the Lieutenant Governor's office or the Department of Commerce about the "free trade" areas and how they are working...they were just being establishing when this chapter was written. Section 3 describes how these free trade areas help both nations that export goods to Indiana and the Hoosier economy. An excellent supplemental activity would be to invite a local banker or businessman in to talk about your local area's ties to other nations through trade and investment.

Unit VI
UNIT TEST

Multiple Choice

(A) 1. Before he was governor, Matthew Welsh was:

A. Republican Speaker of the House
B. Democratic legislator
C. United States Senator
D. Secretary of State

(D) 2. Special sessions were called in 1963 and 1965 to deal with:

A. Schools
B. Taxes
C. Reapportionment
D. Both "B" and "C."

(D) 3. Constitutional amendments between 1970 and 1980 gave more power to:

A. The governor
B. The courts
C. The voters
D. The General Assembly

(C) 4. Which statement is most true of Indiana political history?

A. Indiana has usually been considered a Republican state.
B. Indiana has usually been considered a Democratic state.
C. While usually seen as a Republican state, Indiana has some Democratic strongholds.
D. While usually seen as a Democratic state, Indiana has some Republican strongholds.

(B) 5. The correct number of Congressional districts in Indiana is:

A. Eleven
B. Ten
C. Fourteen
D. Twelve

(C) 6. Which is NOT an argument in favor of the patronage system?

A. One can be assured of having loyal party workers working for an officeholder.
B. The party treasury is assured of a steady flow of funds from party workers now working in government.
C. The best qualified person for a particular job is employed.
D. The best qualified party worker for a particular job is employed.

(A) 7. In which of the following would the most voters of either party participate?

A. A general election held in November
B. A primary election held in May
C. A nominating convention held in June
D. A political party caucus held in February

(C) 8. Which of the following state offices have nominees selected by a statewide primary rather than a political party convention?

A. State senators and representatives
B. Governor and lieutenant governor
C. Secretary of State and Attorney General
D. U.S. Senator and Congressmen

(D) 9. Even if a person is under 18, he can do all of the following political jobs except:

A. Distribute campaign literature
B. Poll a neighborhood
C. Work at a phone bank
D. Register voters

(B) 10. Which kind of election would be more expensive for a candidate to win?

A. A nominating convention attended by state delegates
B. A primary election held statewide
C. A meeting of county chairmen

(A) 11. Which of the following persons actually did hold a national elective office?

A. Thomas R. Marshall
B. Wendell Willkie
C. Paul McNutt
D. Birch Bayh

_____12. Indiana's Birch Bayh, Richard Hatcher, and Richard Lugar are all recognized as:

A. U.S. Senators
B. Nationally prominent
C. Gary residents
D. In favor of the Panama Canal treaties

_____13. Indiana's recent record on minority and women's rights includes:

A. Legislative backing for the ERA
B. Establishing of local civil rights or human relations commisions
C. Election of several women to political office
D. All of the above
E. "A" and "B" only

_____14. The allocating of revenue sharing money is influenced by all of the following except:

A. Unlimited funds
B. Setting of priorities
C. Local councils and/or commissioners
D. Funding by U.S. Congress

Essay Question

Why were so many more changes made in the Indiana Constitution between 1970 and 1980?

(1. Amendment in 1966 made it possible to introduce new amendments every year; previously one set had to be approved by a second legislature and the voters before this could happen.
2. More demands for government action.)

Questions

1. Why have city problems (crime, housing, etc.) been a growing concern in recent years?

2. Why have cities had difficulties in dealing with these problems?

3. Why do some towns not want to incorporate as cities?

4. How many classes of cities does Indiana have? How many first-class cities?

5. Why were cities classified by size?

6. Why do cities have a mayor and council (or a mayor-council type of government)?

7. Why are county seats approximately 30 miles apart?

8. In what ways does city or county government affect you as an individual?

9. Are there ways in which either city or county government affects you, but not both? Name some examples.

CONTINUED

Matching

(D)	1. "phone bank"	A. This person's permission is needed for someone wishing to become a deputy registrar.
(B)	2. "polling a neighborhood"	B. A method of determining voter preference by asking them questions personally at their home.
(C)	3. "blitzing"	C. Distributing literature throughout a neighborhood regardless of an inhabitant's political preference.
(I)	4. patronage	D. A method of contacting large numbers of voters in a wide area quickly to determine their candidate preference, their likelihood of voting, etc.
(G)	5. primary election	E. Held in November; voters do not have to state their political party preference when they vote.
(E)	6. general election	F. Only a deputy registrar over 18 can sign up a person to make him eligible to vote.
(F)	7. registering a voter	G. Held in May; voters must state what party they prefer to cast their ballots.
(A)	8. county chairman	H. Held in June; delegates choose their party's nominees by secret vote.
(H)	9. nominating convention	I. System of rewarding party workers by giving them government jobs.
(J)	10. "yard sign"	J. Placed at homes of willing homeowners and near pooling places on election eve.

Unit VI
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